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ABSTRACT

This planning grid for teaching visual arts (advanced) in grades 9-12 in Delaware outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret, and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 9 – 12 Advanced

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VISUAL ARTS UNIT PLANNING - GRADES 9-12 ADVANCED

Standard 1: **Students will select and use form, media, techniques, and processes to create works of art and communicate meaning.**

A. Students will research and compare types of media, techniques, and processes used to create works of art across cultures, times, and places.

B. Students will analyze, research, and demonstrate the use of a single medium or technique that can be used to create multiple effects in works of art.

C. Students will exhibit advanced skills in the use of a broad range of media, techniques, and processes to produce art works for portfolio presentation.

D. Students will initiate, define, and solve challenging visual arts problems independently using media, techniques, and processes to communicate ideas and experiences in relation to intended meaning or function in various art forms.

E. Students will use media and tools in a safe and responsible manner.

	PERFORMANCE INDICATORS	UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
12.601	research and compare types of media, techniques and processes used to create works of art across cultures, times, and places.																		
12.692	synthesize knowledge gained through research and incorporate it into their own work using the same media, techniques, or processes.																		
12.603	exhibit advanced skills in the use of media, techniques, technologies, and processes to produce works of art for portfolio presentation.																		
12.604	initiate, define, and solve challenging visual arts problems independently using media, techniques, technologies, and processes.																		
12.605	solve visual arts problems by creating computer generated works of art.																		
12.606	comply with rules and regulations related to work habits, health, and safety.																		

VISUAL ARTS UNIT PLANNING - GRADES 9-12 ADVANCED

Standard 2: Students will create ways to use visual, spatial, and temporal concepts in creating works of art.

A. Students will form and support judgments about the use of the visual components of art and design in works produced for individual, commercial, economic, intellectual, or other purposes.

B. Students will select organizational components of art and design to create intended effects in their own works of art; make and defend their judgments regarding choices.

C. Students will plan, design, and execute multiple solutions to challenging visual arts problems that demonstrate competence in producing effective relationships between visual, spatial, and temporal concepts and artistic functions; defend their judgments regarding the choices made throughout the creative process.

D. Students will propose multiple solutions to a visual arts problem through different approaches to the use of sensory qualities, organizational principles, expressive features, and functions or purposes.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
12.607	demonstrate the ability to form judgments about the use of visual components (line, form, space, value and texture) to accomplish specific personal, commercial, economic, intellectual, and other pursuits in works of art.																		
12.608	defend judgments about the use of visual components to accomplish specific personal, commercial, economic, intellectual and other purposes in works of art.																		
12.609	select organizational components to incorporate in their work for intended purposes and support their decisions as to the effectiveness of their choices.																		
12.610	recognize and analyze the effect that balance has on the expressive impact, functions, and purpose in works of art.																		
12.611	recognize and analyze the effect that contrast has on the expressive impact, functions, and purposes of works of art.																		
12.612	identify and compare the effect that emphasis has on the expressive impact, functions, and purposes of works of art.																		

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12.613	recognize and analyze the effect that pattern/repetition has on the expressive impact, functions, and purpose of works of art.																			
12.614	analyze the effect that movement and rhythm have on expressive impact, function, and purpose in works of art.																			
12.615	understand how the effective use of organizational components contributes to the achievement of unity within works of art.																			
12.616	demonstrate how the formulation and planning of ideas through the integration of visual and organizational components and spatial and temporal concepts improves the communication of intended meaning in students' works of art.																			
12.617	investigate multiple solutions in the formulation and planning of challenging visual arts problems through the integration of visual and organizational components and spatial and temporal concepts.																			
12.618	select visual and organizational components and apply spatial and/or temporal concepts in solving challenging visual arts problems; defend selections made.																			
12.619	use multiple solutions to a visual arts problem through different approaches to the use of sensory qualities, organizational components, expressive features, and functions or purposes.																			

VISUAL ARTS UNIT PLANNING - GRADES 9-12 ADVANCED

Standard 3: **Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.**

A. Students will evaluate and defend the validity of sources for content and the manner in which subjects, themes, symbols, problems, and ideas are used in the student's work and in the works of others.

B. Students will research, analyze, and compare the development of recurring subjects, themes, symbols, or problems in their own works of art and the works of others.

		UNIT NUMBERS																	
	PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
12.620	understand the differences between and among subjects, themes, symbols, problems, and ideas as prospective content for works of art.																		
12.621	research, analyze, and compare the development of recurring subjects, themes, symbols, problems, or ideas in their own works of art and the works of others.																		
12.622	recognize and demonstrate how the research, selection, and incorporation of subjects, themes, symbols, problems, or ideas is an essential component in the process of creating works of art.																		
12.623	evaluate the validity of the selection of specific subjects, themes, symbols, problems, or ideas in works of art to achieve intended meaning or purpose.																		

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VISUAL ARTS UNIT PLANNING - GRADES 9-12 ADVANCED

Standard 4: Students will understand the visual arts in relation to diverse cultures, times, and places.

A. Students will engage in research and visual arts experiences related to the roles of artists, art critics, art historians, art educators, and aestheticians in different contexts across cultures, times, and places.

B. Students will analyze and interpret works of art and their relationships to cultures, times, and places.

C. Students will analyze, compare and contrast the functions and meanings of specific works of art within varied cultures, times, and places.

D. Students will compare and contrast their own works of art and the works of others to determine how they are affected by cultures, times, and places.

E. Students will analyze and interpret artworks for relationships among form, context, and purposes.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
12.624	analyze, compare, and contrast the roles of critics, historians, aestheticians, teachers, and artists across cultures, times, and places.																		
12.625	identify different ways artists have treated common issues or subjects across historical periods.																		
12.626	analyze how culture, time, and place effect change in an artist's work.																		
12.627	analyze and assess their own work to determine the influences of cultures, times, and places.																		
12.628	analyze and assess the works of others to formulate hypotheses regarding the possible influences of cultures, times, and places.																		
12.629	use the work of critics, historians, aestheticians, teachers, and artists to assess the relationship of form to content and purpose in specific works.																		

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Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.

A. Students will investigate and analyze contexts (e.g., individual, social, cultural, historical, political) in which the visual arts could serve more effectively than other means of communication to express ideas, actions, and emotions.

B. Students will understand and apply visual arts vocabulary throughout critical processes; justify vocabulary selections in relation to various contexts.

C. Students will compare and contrast the intentions of different artists; evaluate each artist's effectiveness in communicating ideas and emotions for a particular purpose

D. Students will identify, analyze, and evaluate how individual, historical, and cultural influences have impacted their own works of art.

E. Students will analyze how individual and group responses to the characteristics of a work of art can influence the examination, interpretation, and evaluation of that work.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
12.630	investigate and analyze contexts (personal, social, cultural, historical, political) in which the visual arts could serve more effectively than other means of conveying ideas, actions, and emotions for a particular purpose.																		
12.631	understand, apply, and justify visual arts vocabulary throughout the critical processes in relation to various contexts.																		
12.632	compare and contrast the intentions of different artists, evaluate each artists effectiveness in conveying ideas and emotions for a particular purpose.																		
12.633	identify, analyze, and evaluate how personal, historical, and cultural experiences have impacted their own works of art.																		
12.634	analyze how individual and group responses to the characteristics of a work of art can influence the examination, interpretation, and evaluation of that work.																		

VISUAL ARTS UNIT PLANNING - GRADES 9-12 ADVANCED

Standard 6: Students will understand the visual arts in relation to other disciplines.

A. Students will interpret and evaluate the effective use of creative processes, principles, and techniques of the visual arts and other arts disciplines.

B. Students will analyze, compare, and interpret the recurring ideas, issues, or themes communicated by the visual arts, the humanities, sciences, or other areas.

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work force and improves the quality of everyday life.

		UNIT NUMBERS																	
	PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
12.635	evaluate the effectiveness in use of creative processes, principles, and techniques of the visual arts and other arts disciplines																		
12.636	analyze, compare, and interpret recurring ideas, issues, and themes communicated by the visual arts, humanities, sciences and other areas.																		
12,637	recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.																		

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